

THE *School Counselor*

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The School Counselor

JOURNAL OF THE AMERICAN SCHOOL COUNSELORS ASSOCIATION

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AMERICAN SCHOOL COUNSELOR ASSOCIATION

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Our President Writes

This final message as President of your organization is being written as last minute plans are being made for our annual convention. The excellent program planned by Lucy Davis and her program committee is now in hand. The topics listed look very interesting and the list of participants imposing. Membership reports are very encouraging. We may have gained a thousand members in a single year! Our publication "*How About College*," developed under the able leadership of Ralph Sorenson, has sold out twice, and we are now on our third printing. Another publication regarding the financing of a college education, aided by a grant from the Changing Times Foundation, and under the editorship of Carl Peets, will soon be available. Truly, this has been a good year in many ways.

But I am disturbed! We have some very real problems! First of all, I have had the opportunity of talking to a number of groups of counselors this year and urging membership in A.S.C.A. Too often the question has been, "What will I get out of it?" There are at least two inferences in this question. The first might be that people working in the counseling field are so un-professional that they cannot see the imperative need of joining with their fellow workers in promoting the guidance movement in the United States (which would mean promoting themselves!). I would rather believe that the inference is an honest question or a sincere desire for more assistance in doing the daily task. How can A.S.C.A. be of real assistance to the counselor working on the job in any part of this large country of ours? This will be a major question discussed at our convention in Philadelphia.

Another matter of concern is the wide range of training and competence evidenced by those who are doing "counseling." Some of the most virulent criticism I have heard has been directed against those not adequately prepared to work with students who have problems of a personal nature. "Counselors" who are dispensing advice out of the sum and substance of their own knowledge without taking into consideration the total phenomenal field of an individual, and those who are content to hand out educational and vocational guidance without consideration of individual self-concepts or community patterns of opportunity, are bringing a great deal of criticism to the entire counseling program. "A little learning" is *still* a dangerous thing. Let each of us take stock in our capability and skill and work to improve ourselves that we might be "worthy workmen" in our field.

Still another concern is uncritical use of tools and techniques, or testing programs. As counselors gather and "talk shop" I hear such things as "Are you using the new XPD tests?" or "The Y.L.P. tests look good to me" (face validity?). I begin to wonder if we are trying "To keep up with the

Jones's" in guidance devices as we attempt to do in some other areas. Have we enough sophistication to ask about validity and reliability; do we check the size and geographical distribution of the sampling; will the norms have meaning for the local school or to those who may use the results?

To make guidance a real profession we need to up-grade our own technical competency, provide increasingly effective assistance to our counselees and join with others in the field to promote the guidance movement. As we serve society we will promote our own individual interests.

Editorial

Membership figures for the American Personnel and Guidance Association as of January 31, 1960 have been announced by Mary Janicke, Assistant Director for Membership. ASCA can be proud of its record. There are a total of 3,524 members in the association. This makes us the second largest of the APGA Divisions. Only NVGA with 6,859 members surpasses our total. This in itself is a worthy accomplishment. But of even greater significance is the fact that our membership total represents an increase of 112 members. We are by far the fastest growing of all of the Divisions. But this is as it should be. Our potential is the greatest—10,000 members or more. In light of this, it is evident that we have not completed our job. Our goal should still remain active membership for all eligible counselors-on-the-job throughout the United States and Canada. It should also include guidance directors, school and/or clinical psychologists and school social workers on the job in public school child guidance clinics and counseling programs.

By states, the breakdown of our membership is as follows: Alabama 61; Alaska 7; Arizona 37; Arkansas 33; California 168; Colorado 41; Connecticut 72; Delaware 28; Washington, D. C. 20; Florida 95; Georgia 25; Idaho 11; Illinois 147; Indiana 80; Iowa 83; Kansas; 55; Kentucky 15; Louisiana 36; Maine 19; Maryland 150; Massachusetts 166; Michigan 224; Minnesota 117; Mississippi 15; Missouri 128; Montana 10; Nebraska 25; Nevada 3; New Hampshire 11; New Jersey 120; New Mexico 24; New York 414; North Carolina 40; North Dakota 23; Ohio 234; Oklahoma 25; Oregon 27; Pennsylvania 210; Rhode Island 17; South Carolina 10; South Dakota 25; Tennessee 24; Texas 161; Utah 33; Vermont 13; Virginia 60; Washington 50; West Virginia 21; Wisconsin 42; Wyoming 26, and Hawaii 10.

All states except Nevada, North Dakota, Hawaii, South Dakota, North Carolina, Mississippi, Idaho, and Louisiana increased membership by at least one member or more. No state lost members. New York leads all the states in new memberships with 41. Michigan with 28 and Ohio with 27 were second and third.

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An Experimental Evaluation of a Small High School Counseling Program*

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THE PROBLEM

It is usually assumed that a high school counseling program is of value to the individual student and to the school. In high schools which have counseling programs, it is often assumed that many of the values attributed to the counseling program would not have emerged without counseling—that is, if the pupils had been left to their own devices, receiving only incidental “counseling” from their parents, teachers, and peers, these values would not have been effected.

According to the investigators’ knowledge, no similar controlled study had been made to determine whether the benefits attributed to counseling in one high school would actually occur in a similar high school without a counseling program. It seemed worthwhile to determine whether the effects ascribed to a year’s counseling program would occur in a similar school without the program. Therefore an investigation of this problem seemed needed.

An evaluation of a high school counseling program is worthwhile in order to:

1. Determine the adequacy of the counseling program.
2. Foster a critical and scientific attitude toward counseling in order to develop more effective counseling methods.

The purpose of this experimental study (1) was to determine and evaluate the effects of a nine months’ counseling program in a small high school.

The method used in this study was to conduct a nine months’ experiment in two similar high schools, grades 9 to 12, to determine the effects of counseling.

The null hypothesis tested was that there is no significant difference between pupils in a high school having a counseling program and pupils in a high school without a counseling program 1) in academic achievement, 2) in changes in personality adjustment, 3) in a comparison of achievement in relation to indicated ability level, 4) in suitability of vocational choice.

* Paper read at the annual meeting of the American School Counselors Association, St. Louis, Missouri, April 2, 1958.

REVIEW OF RELATED LITERATURE

Research may be classified into four categories: documentary or historical, survey or descriptive study, experimental, and case study or case history. There have been many normative-survey evaluations of counseling and a few experimental studies of counseled and non-counseled equivalent groups. However, to the investigator's knowledge, no other experimental study had been made between two entire high schools with the single variable factor of counseling.

Experimental research utilizes controlled observation and measurement with all factors except one equated for the groups. It selects groups as nearly equivalent as possible in all respects, makes initial measurements of both experimental and control groups, subjects the experimental groups to the variable, attempts to hold all factors constant except one variable, and at the end of the experiment determines changes.

Twenty related studies which were reviewed were unlike the investigator's in one or more of the following respects:

1. Subjects: none of the studies was like the investigator's in that none compared an entire high school which had a counseling program with an entire high school without a counseling program. Most of the experiments used groups which were in the same class or in the same school; 16 were in this category; two others were in the same school system. One study made a comparison among several schools, but this was a survey rather than an experiment. One study was between junior high schools in two cities.

2. Criteria: none of the studies employed all the criteria used by this investigator to evaluate the effects of counseling, and most of them used criteria less extensive. Criteria which were used in one or more of the studies reviewed were: a) achievement, either grade-point average or scores on a standardized achievement test; b) suitability of educational or vocational choice; c) personality adjustment; d) dropouts; e) curriculum changes; f) attendance; and g) occupational achievement. Usually not over two of these criteria were used in any one study. Achievement was the only criterion in eight studies and was one criterion in ten other studies. There were only two studies not using achievement as a criterion. The following criteria were used in the present Study: academic achievement, comparison of achievement in relation to indicated ability level, suitability of vocational choice, and personality adjustment.

3. Counseling: twelve of the reviewed studies were unlike the present Study in that they used intensive counseling. This study is based on procedures in a representative counseling program in a small high school rather than on an intensive counseling program.

4. Matched pairs: fourteen studies used subjects arranged as matched

pairs. This method could prevent including all pupils in the school or in the group, as all could not be matched; furthermore, it is impossible to arrange all subjects as matched pairs when several criteria are used. By means of a type of statistical control, analysis of covariance, the investigator was able to include all high school pupils in the present Study who completed the testing program in the Experimental and Control Schools. No study reviewed by this investigator used analysis of covariance.

5. Statistical treatment: none of the studies reviewed used as extensive statistical treatment of the data as the present Study. Many of the studies did not use tests of significance.

RESULTS AND CONCLUSIONS OF RELATED LITERATURE

In general, the results and conclusions of the various studies reviewed were not contradictory and favored the counseled groups, whether the criterion was achievement, educational-occupational information, personality adjustment, dropouts, curriculum changes, attendance, or occupational achievement.

1. Achievement: this criterion was used more than any other in evaluating counseling programs, eighteen of the twenty studies using this criterion. Only two of the studies listed achievement as favoring a non-counseled group. In one of these studies, this was only one of four achievement comparisons, the other three comparisons not being significantly different. Eleven studies reported superior achievement by experimental groups while five studies found no difference in achievement.

2. Educational-occupational information: five of the twenty studies used educational-occupational information as a criterion. Most of these studies reported results favoring a counseled group, stated as improvement in: a) knowledge of educational or occupational information, b) percentage making vocational choices, c) knowledge of methods of finding and holding a job, or d) vocational choices more consistent with interests and ability.

3. Personality adjustment: five of the twenty studies used personality adjustment as a criterion. Four reported results favoring the counseled group, stated as improvement in attitudes, emotional conflict, or personal and social adjustment. One found no difference in personality adjustment between the groups.

4. Dropouts: seven of the twenty studies used the number of dropouts as a criterion. Six reported fewer dropouts for the counseled group, and one reported no difference between the groups.

5. Curriculum changes: only two studies used curriculum changes as a criterion. Both reported that experimental groups made fewer curriculum changes.

6. Attendance: only one study used attendance as a criterion. No significant difference was reported between the groups.

7. Occupational achievement: one study used occupational achievement as a criterion. The experimental group was reported to have attained higher occupational levels.

SELECTION OF SCHOOLS

To have a satisfactory control group, the investigator felt that it should not be in the same high school as the experimental group, but should be located in another school, far enough away from the experimental school to be unaffected by the experimental factor. It was believed that only with two separate high schools could there be an adequate control of the experimental factor of counseling so as to prevent:

1. The control group from receiving benefits from counseled pupils,
2. Faculty members from being spurred on to make greater efforts with non-counseled pupils,
3. Control pupils from being stimulated to request more help from teachers with their plans and their problems,
4. The counseling program from affecting the philosophy of the entire school, i.e., fostering a more democratic atmosphere for helping pupils with their plans and problems.

The investigator's position as Counselor-Trainer gave him the opportunity of selecting a representative counseling program from the eighteen high school guidance programs which he supervised in the northern part of Arkansas.

This experiment represented what *would* happen in an *average* counseling program rather than what *could* happen in an *intensive* counseling program.

METHOD

In administering pre- and post-tests, the investigator, who administered all tests in the Experimental school, and the counselor, who administered all tests in the Control school, planned together carefully so that testing conditions in the two schools would be as nearly identical as possible.

The counselor interviewed all Experimental pupils individually at least once during the year concerning their educational-vocational plans and problems and problems of adjustment. Counseling a pupil with problems of adjustment was not maternal advice or routine help, but was professional assistance in understanding himself and his environment so that he could see his problem and solve it himself, either by changing his environment or his attitude toward it. Counseling a pupil with educational-vocational plans or problems was concerned with a realistic picture of his interests, abilities, and personality as they pertained to job requirements.

While counseling was the experimental factor, the control was no counseling other than incidental advice by faculty members in an otherwise equivalent high school. It is believed that no faculty member or pupil in the Control was aware of competition with another school.

RESULTS

Personality adjustment

At the beginning of the study nine out of 36 comparisons in personality adjustment as measured by the SRA Youth Inventory favored Experimental groups: seven favored Experimental juniors and two favored Experimental freshmen (.05 to .01). At the end of the academic year, the Experimental School had made gains, excelling in 23 out of 36 comparisons (.05 to .001). No significant difference was found in favor of any group in the Control School.

Differences in academic achievement

Four out of 16 comparisons in achievement as measured by the Essential High School Content Battery were significantly different (.05): three favoring the Experimental School (sophomores in social studies and in English, seniors in mathematics) and one favoring the Control School (freshmen in mathematics). Analysis of covariance was used so that if any group in either school excelled in intelligence or in mathematics, social studies, or in English at the beginning of the experiment, the significance of the difference between the "corrected" means could be determined, i.e., this statistical technique shows what results would be if the groups were made comparable at the beginning of the experiment in intelligence and in achievement in mathematics, social studies, and in English.

Achievement in relation to measured ability level

In order to determine whether Experimental pupils or Control pupils were achieving more nearly at their indicated ability level, 32 product-moment coefficients of correlation were calculated between intelligence scores and post-test achievement scores. Although the Experimental School excelled in 11 of the 16 paired coefficients of correlation and the Control School excelled in 4 of the 16 comparisons (one comparison had identical r 's), only two were significantly different: Experimental freshmen achieved more nearly at their indicated ability level than did Control freshmen in social studies and in English (.05).

Suitability of vocational choice

Experimental freshmen, sophomores, and juniors excelled in suitability of vocational choice, using academic ability as the criterion, based on intelli-

gence test scores and the *Minnesota Occupational Rating Scales* (.01 to .001). There was no significant difference between Experimental seniors and Control seniors. Although 100 per cent of Experimental seniors as compared to 40 per cent of Control seniors had made a vocational choice, 58 per cent of Experimental seniors as compared to 36 per cent of Control seniors had made suitable choices. Sixty-eight per cent of Experimental pupils as compared to 25 per cent of Control pupils made suitable vocational choices. Sixty-four per cent of Control pupils had not made a vocational choice; all Experimental pupils had made at least a tentative vocational choice.

CONCLUSIONS

As the Experimental School showed significantly better personality adjustment in 23 out of 36 post-test comparisons, and the Control School did not show better personality adjustment in any comparison, these differences are too many to be accounted for by chance alone. It is reasonable to infer that improvement in personality adjustment was due, in part, to counseling, as much of the work of the counselor was in helping the individual pupil with his problems of adjustment.

It is not known whether the three out of four significant differences in academic achievement favoring Experimental groups were due to: a) better instruction, b) better instructional materials, c) better study habits and/or more time spent in studying, d) use of test results, or e) counseling which caused Experimental groups to achieve significantly more in these areas. According to table values of the binomial expansion (2), three significant differences at the .05 level could have occurred by chance less than five times in one hundred. Thus the Experimental School was superior in academic achievement.

As it was shown that the 11 comparisons favoring Experimental groups were significant (aggregate of the 11 probabilities between the .05 and .02 level), and the 4 comparisons favoring Control groups were not significant (aggregate of the 4 probabilities between the .50 and .30 level), it seemed reasonable to conclude that the students in the Experimental School were superior in achieving more nearly at their indicated ability level. It is possible that counseling had some effect in producing this superiority.

Three out of four Experimental groups excelled in suitability of vocational choice. All Experimental pupils had made a vocational choice as compared to only 36 per cent of Control pupils. As the only apparent difference in attention given to educational-vocational planning in the two schools was the work of the counselor, this seems to account for the superiority of the Experimental School.

A small high school, not above average, but with a counseling program representative in Arkansas demonstrated that significant improvements can be made in one year's time. In every criterion the evidence seemed to

indicate that the students in the Experimental High School were superior in personality adjustment, in academic achievement, in achieving more nearly at their indicated ability level, and in suitability of vocational choice.

These results were accomplished not by intensive counseling, not by a clinical counselor, nor with a superior administration or faculty, but by allowing pupils to discuss their plans and problems with a trained counselor.

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Emotionally Forgotten Boys

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It is not surprising that some essential problems may be overlooked in an already crowded and over-burdened American School System. One such problem is the lack of attention given to the emotional growth and maturation of boys. In the past, approaches to this problem have been based on the facetious belief that boys tend to outgrow certain behavior characteristics peculiar to them at specific age levels by the mere process of "growing up." This same attitude is also responsible for the theory that girls need a specific daily ration of over-protection. To a great extent, girls benefit from whatever emotional guidance is available, while boys many times are tragically passed by.

Quite often, boys are at a psychological disadvantage in the American School System because their teachers, for the most part, are women. Consequently, boys have few, if any, opportunities for encountering men who will serve as models from which they can learn. It seems advisable, then, to suggest some ways by which women teachers may better help boys with unmet emotional needs by assisting them to "relate" more intelligently with an emotionally mal-nourished boy.

To adequately understand the psychological make-up of the human personality, it is necessary to give some thought to the emotional development of the individual. Personality can be compared to a large precious gem or uncut stone which can be cut or shaped into many different sides such as the physical, mental, moral, social, emotional and spiritual parts of a man. If these component parts are developed or cut into equal sizes, the

result may be a mature, balanced and stable personality. If, however, a teacher should find that too much attention has been given to a boy's emotional growth rather than to the complete development of his personality, she is dealing with a lop-sided, immature personality—the end result of an unbalanced emotional growth.

At birth, in infancy and in very early childhood, a child has a strong need for self love and strong instincts for self preservation and oral pleasure. This phase of development ends about the end of the second year. The child's emotional development is next represented by the love for the mother and the father, eventually combining into a love for the family unit. At this time, the child experiences a sense of safeness and sureness; anal and genital pleasures predominate; a sense of personal freedom is born with a new consciousness and awareness of self. This period ends about the fifth year.

Between the fifth and twelfth year, the child becomes attracted to hero worship, gangs, chumships, crushes and friendships. It is a homosexual age represented by identification with the same sex. The growing organism begins to have increased feelings of accomplishment, importance and significance. The heterosexual age is the next step in the emotional maturation of the personality. It is the age of puberty and adolescence usually starting about the twelfth and ending about the eighteenth year. It begins with a more mature type of friendship, and goes on to puppy love and dates. It is the boy-crazy, girl-crazy age, eventually growing into romances, courtship and mature, adult love. It is a period in which there is an increased interest in genital pleasures, with a new sense of identity and a new awareness of self.

The final stage in the emotional growth of the individual is adulthood. This is the opposite end of the emotional growth scale, characterized essentially by a love of giving. Emotional growth in love, then, is developed by experience from an Eros type of selfish "getting" love, to an Agape type of "giving," unselfish and selfless love. Personality development, then, should spring from an emotional growth in love.

At all of these stages of emotional development, the human personality has certain needs which have to be met either by itself, or by someone outside of itself. The essential needs of the human personality are both physical and psychological or emotional. The physical needs can be seen in the organism's seeking a certain amount of oral, anal and genital pleasure. The emotional or psychological needs, however, are seen in the need of the organism to feel accepted, significant and safe. Unless a boy *feels* that his emotional needs are being met, or *feels* that his emotional needs will neither be unmet, seriously threatened or deprived, he may become unadjusted. It is wise to realize that everyone needs a certain specific daily ration of

acceptance, significance and safety if they are to progress in an emotional growth in love.

When a boy feels that his emotional needs are not being met adequately, some definite corrective action is indicated. Here, we shall concern ourselves with a boy's lack of necessary *emotional resources* insofar as the school and teacher can help to provide such resources to him. The education of boys should concern itself not only with the traditional three R's, but apply equally to the normal growth and maturation of their basic emotional resources.

The human personality has certain emotional needs which should be met and adequately satisfied in order to maintain its integrity as an adjusted person. Regardless of age, therefore, all rational life reacts to these emotional demands in many different ways. Even in the very early stages of emotional development, a boy comes face to face with many crises in his life centering around his need for acceptance, significance and safety.

In the early years the boy will normally have these needs met by loving parents in the secure environment of an emotionally safe home. Then, as the process of physical maturation begins, the boy gradually begins to realize that his emotional needs can be at least partially filled by other than the parents. In adjusting to the difficulty of this new realization and awareness, a growing boy may encounter many serious emotional problems.

Everyone is born into this world in an atmosphere of tension and anxiety. The very process of birth, being an intense one, proves this. In childhood, we could not adequately cope with and handle problems. Even so, we reacted to these problems emotionally and with intense feelings. As our needs were filled, and as we experienced the feeling of being emotionally safe, accepted and significant, our basic anxiety became considerably less. Infancy is perhaps the one time in a person's life when all of his emotional needs were filled by someone other than himself.

An individual's feelings and emotions show very early in life. In the first year of life, the child depended absolutely on non-verbal communication. He did not understand words. He could, however, tell how people felt about him by the tone of their voices and by the way they touched him. Children, for example, can often tell if an adult is lying to them or trying to cover up with mere words something that will hurt them. Probably, we are all familiar with the crying infant who will continue to cry when picked up by one adult, but who will stop crying when picked up by another person. The infant knows subconsciously that he is more safe and secure with the second individual. This is the Freudian concept of body or "Organ" language in action.

Any child can sense from non-verbal cues when he is liked, or when he is not safe with an adult. This is one of the basic reasons for being completely honest with all children. This is the primary reason why an emo-

tionally insecure boy can trust the sincere teacher, and feel safer in her hands, than when she tries to "hoodwink" him, and he senses (feels) it.

During the early formative years, the boy's first real need is for social acceptance which springs from an even more elemental need to be loved and wanted. Without these, it is doubtful if any real acceptance can be achieved. The second need of boys is for a sense of safety and security, without which few boys could adjust themselves to the complexities of ever changing school and life situations. The third emotional need of boys is for a feeling of importance, significance and worthwhileness, particularly as these may relate to new and "different" social situations encountered by the boy in the school and with his own peer group. Boys should be helped to feel that they are an integral part of their peer group so that a very necessary feeling of "belonging" may begin to occur in their lives.

Primarily, a boy's emotional needs should be filled at home. If, however, his emotional needs are not being met adequately in the home, the assistance of a school guidance program should be utilized. The elimination or serious deprivation of any one of these three basic, essential emotional needs may result in an unadjusted boy, out of harmony with himself and his environment, and requiring an *emotionally supporting relationship* on the teacher's part.

Emotionally mal-nourished and deprived boys probably will be benefited better from an overall teamwork approach to their emotional problems, with both the home and the school taking an active part in the therapy. If, however, the school cannot secure the *intelligent cooperation* of the parents, its efforts in behalf of the boy's missing emotional needs will be relatively ineffective.

Working closely with parents may involve endless hours of literally "re-educating" them to a realization and an awareness of the boy's real problems. The school, however, may never assume the entire responsibility for providing the missing emotional needs of the boy. In the first place, it is too big a job, and secondly, a job which is not the intrinsic responsibility of the teacher or the School System. To the extent, however, that the classroom teacher can help to overcome some of the boy's emotional difficulties, well and good. Yet, in rendering real service to boys, caution should be observed because if the teacher assumes an all knowing and an all wise attitude, it may reduce the boy to a state of psychological dependence, from which he may never successfully emerge.

In the matter of emotional thwarting and psychological blocking, the matter of *feelings* is brought into the teacher-boy relationship. Too often, teachers try to work with boys and their problems intellectually, completely forgetting that a boy is not schooled in formal logic. If the teacher lets the boy know right away that she knows and accepts him and his problems

intellectually, she will fail, if the boy's problems indicate that there is a real need for an emotionally supporting relationship. If, however, the teacher responds to the boy's feelings, attitudes and emotions on a feeling-tone basis, if the teacher can non-directively respond to the *feeling tone and attitude content* of what the boy says and does, rather than concentrating on the intellectual and factual tone of his replies, the boy's basic, essential emotional needs may be more adequately met. Whether this emotionally supporting relationship will carry over with the boy to his relationships within the home is sheer conjecture, and lies entirely within the responsibility of the home, and loving, intelligent and *understanding* parents. Essentially, this relationship is nothing more than a way of *relating* to the boy, involving the teacher's use of herself and the many different sides of her own personality.

Basically, a feeling-tone relationship lends real emotional support to boys who may need this special kind of therapeutic counseling approach. It is a way of responding to a boy's emotional needs. The teacher should allow the boy to *feel* that she personally has a deep-seated awareness and feeling of the importance of his emotional needs. Yet, this in itself is not enough. The teacher must transmit this feeling across to the boy by her own feelings, attitudes and emotions. This, then, becomes a phenomenon of feeling and not of intellect. It can be only partially explained. To really understand it, it must be practised and used daily in dealing with boys and their problems. It is not something which can be learned intellectually. It must be felt, experienced and practiced daily if it is to be an effective instrument in the teacher's hands for really helping a boy.

Since this emotionally supporting relationship can be a potentially dangerous device in the hands of an untrained teacher, she should use it slowly realizing that it took time for the boy to become "emotionally mixed-up", and that it will take a corresponding amount of time to "unmix" him. It takes a great deal of time, effort, patience and technical skill to effect an adequate type of real emotional support with boys, but this type of therapeutic relationship is one of the more effective psychological tools which any teacher can use.

The majority of problems confronting teachers involve the human relationship problems of their students. In view of this, teacher's would be wise to remember that the atmosphere surrounding an emotionally supporting relationship should be entirely *boy-centered*. It is, essentially, a *permissive, non-judgemental* type of relationship wherein the basic emotional needs of a boy may be more adequately and judiciously met. If emotional blocking takes place during the relationship in working out the boy's emotional resources, the boy may sense and feel that the teacher is insincere, or adopting a matter of fact attitude to him and his problems,

and he may then begin to develop *counter-feelings*. To a boy whose emotional needs are not being met adequately, there can be nothing matter of fact about his feelings or his problems. Such counter-feelings, then, as he may develop, may be based on his own successful past experiences of reverting back to those behavior patterns which more nearly satisfied him and his emotional needs when confronted with patterns of stress.

A boy's demonstration of counter-feelings, whether it is anger and a desire to "strike back" at the teacher, or an endeavour to pull sympathy from the teacher, is an excellent time for the teacher to help the boy to adjust. She can accomplish this if she is able to convey to the boy the feeling tone that she sincerely knows and understands *his* problems, feelings, attitudes and emotions. She can further aid him if she is willing to see and understand the boy as a real person. If an emotionally under-nourished boy can be assured of a teacher's interest, non-critical, understanding and accepting attitude he will be on the road to better mental health.

Teachers need certain professional tools for understanding and working with emotionally insecure boys. Everyone is constantly making some sort of an adjustment. At birth, the child had to adjust to the physical demands of the new world. Later, he had to learn to adjust to people, to school, to group and community responsibility, and, to himself as a creature dominated almost exclusively by feelings, attitudes and emotions. The teacher, then, needs certain emotional tools for handling emotional jobs.

Life consists of a series of adjustments which people have to make. A boy's emotional adjustment constantly changes. Because of this continuing process of change, a boy is not very often in complete adjustment because his emotional demands of the moment will constantly vary. An emotionally supporting relationship, then, is one of the principal techniques to employ in working with a boy who is emotionally insecure. Essentially, it is a teacher-boy relationship. Help is given by providing the boy with an organized opportunity to talk about his feelings, attitudes and emotions. Emotional tools, then, are needed because it is relatively impossible to penetrate an emotional storm by using the tools of argumentation and logic alone.

The teacher cannot argue feelings out of the boy. She can "feel" along with him; she can try to understand him. Once the boy perceives that the teacher is not judging him, he will more likely reveal the true nature of, his emotional difficulties and insecurity. When a boy's feelings, attitudes and emotions are carefully explored and brought to the surface, there is a far better chance for effective therapy.

Within the framework of such a relationship, the following are some of the principal skills which a teacher may employ: (1) The teacher's use of herself. By this we mean the qualities of personality which she utilizes in the relationship, and by the way she looks and acts. This is the method of

non-verbal communication of feeling known as "organ" or body language; (2) uncover a boy's basic motivations by talking with him, and then link contemplated planning with the motivations uncovered; (3) the teacher should recognize and control her own feelings and counter-feelings; (4) the teacher should recognize, and then immediately verbalize back to the boy, his own feelings and counter-feelings.

At the very outset of the relationship, then, the teacher should immediately start talking about those things which the boy considers important. By verbally recognizing his feelings, and being aware of the emotional attitudes and feeling tones which will emerge in the relationship, the teacher may knowingly gear the amount of her emotional support to the intellectual and social capacity of the boy.

In an emotionally supporting relationship, the teacher's role is exceptionally difficult because she may not assume the role of mother or big sister. Boys, despite the nature or intensity of their problems, like being treated as equals in a man to man type of relationship. Teacher's should also be aware of the danger of subjectively reading into a boy's emotional problem situation, more than actually exists in it. If a boy's problems indicate a deep-seated, traumatic emotional scarring, a psychological consultation is definitely indicated. It would be better for any teacher to realize that she personally cannot completely fill up a boy's emotional cup, and that some boys have problems in their human relations which no teacher, school system or psychologist can solve.

Teachers should be aware that their responsibility is to the community as a whole. While a teacher should not consciously overlook the problem of seriously maladjusted boys, she should look first to the overall good of the entire class rather than spend too much time in trying to work out the problems of a few deviates, since appropriate referrals can be made of such cases to those agencies professionally trained to work with them. In this connection, a teacher should refrain from making intricate, detailed and involved psychological diagnoses of boys. Clinical counseling as such should not be attempted. If a boy is seriously emotionally maladjusted, his case lies more within the province of a clinical psychologist than a teacher.

We speak of educating boys for citizenship, and for group and community responsibility. It would be more to the point, however, if first we tried to educate them to their feelings, attitudes and emotions. This cannot be started at too early an age. We should provide boys with real emotional support, not by being emotional "crutches" to them, but rather by helping them to achieve some insight, awareness and understanding. We should help the boy to realize and *feel* that we: (1) love, want and accept him; (2) are personally concerned about his emotional safety and security; and (3) consider him important, significant and worthwhile.

To the extent that we regard a boy's problems as problems involving human relations, we shall be in a far better position to help him in adjusting not only to school, but to life.

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Counselor or Clerk?

SUMNER BERLYN

Counselor, W. Tresper Clarke High School, Westbury, L. I., New York

Are you a counselor or a glorified clerk? One way to evaluate a program of guidance services is to determine the amount of time a counselor devotes to clerical duties, in contrast to the amount of time he spends in guidance activities.

There is a great deal of discussion today about screening the youth of America to determine where they will fit best into the world of tomorrow. We test, hold conferences with parents, teachers, curriculum coordinators, pupil-personnel administrators, principals and pupils in order to be in a position to offer pupils the best possible education. Our goal is the full utilization of the potentiality of our youth.

The writer's plea is for the utilization of the counselor's potentiality to its fullest. Counselors are trained professional educators. It seems a pity to use them for clerical jobs that can be performed with equal efficiency by a secretary, file clerk, or receptionist. The counselor's main function is to counsel. How many counselors can say they spend the major part of their day in counseling?

The following areas are not mainly guidance functions. This does not mean the counselor is not involved in them. It merely means the counselor assists; a clerk does the actual paper work.

Interviewing new entrants: The counselor should see each new entrant. A clerk should fill out the entrance papers.

Filing: The counselor should screen what goes into a folder; a clerk can do the actual filing. Pupils, as assistants to the office staff, should not have access to the files.

Recording of data: Items, such as test scores, can be recorded by a clerk. The counselor should spot-check the test record cards for accuracy.

Alphabetizing or arranging office files and records: The counselor should determine whether records are to be kept by homerooms or alphabetically; the clerk does the rest.

Testing: The counselor administers, or assists teachers in administering, the tests. The clerk can check the papers for completeness, for stray pencil marks (especially on I.B.M. papers), and for correct ages. The clerk can arrange, pack and ship the answer sheets for outside scoring. The clerk may, under the counselor's supervision, score the papers and record all data. Class lists, reports to parents, tally sheets, statistical computations may be compiled by a clerk.

Reporting to parents: The counselor will want to see each report card; but a clerk can check them for completeness and can make statistical lists or tallies. A clerk can file the answer sheets in the pupil's folder.

Interviewing withdrawals: The counselor should see all pupils who leave his school. The withdrawal papers and transfer card can be filled out by a clerk.

Registering for summer school: The counselor should counsel each pupil regarding his summer school program of study. A clerk can make out the registration card.

Writing warning notes: Form letters which are sent to parents between report card marking periods can be a clerical responsibility. Teachers can send a list of potential failures to the office and a clerk can mail a form letter. The counselor should check the list of names and withhold letters where it is felt a personal contact would be more effective.

Writing letters: A secretary who takes dictation is necessary to enable the counselor to dictate letters, memoranda, and notices.

Writing transcripts: This is a routine clerical job.

Checking credits: Clerks should be trained to handle the checking of credits to determine the eligibility of a pupil for a diploma.

Screening telephone calls: A good secretary can screen incoming telephone calls, answer routine questions, make appointments, take messages and "protect" the counselor from telephone interruptions.

Programming: Programming is an administrative function. The counselor assists by counseling each pupil regarding his abilities, potentialities, interests, occupational plans, vocational opportunities and program offerings. A clerk can do the actual signing-up of a pupil for a specific course of study. Changes in programming can be handled through the administrative office; but the paper work is a clerical job.

The above-mentioned list of time-consuming activities in which many counselors find themselves involved, to a greater or less degree, can be

lengthened or shortened, depending on the philosophy of guidance and the leadership in a particular school.

If boards of education and administrators were shown the value of releasing counselors from their clerical work, and if secretarial help were increased, the services which a counselor might offer a student, a faculty, a community, and a nation would be remarkable. Think what a counselor could accomplish, if he were free to counsel full time. The recommended 250-300 counselees per counselor is based on a counselor's devoting at least half of his time to individual counseling.

Why pay a counselor a counselor's salary when a clerk could be hired to do much of his work? Hire a counselor, professionally trained, to do professional work. It is not that a counselor could not be a good clerk; but he can be a better counselor, if given the chance.

The Role of the Counselor in the Improvement of Reading

JAMES SCHIAVONE

Counselor, Westview Junior High School, Miami, Florida

The development of reading skills is a continuous process. In the departmental arrangement of secondary schools, it becomes increasingly important for each staff member to contribute to the total reading improvement program. The guidance specialist has worked toward promoting the idea that every teacher guides as he teaches. It is also axiomatic, that every teacher teaches reading.

In guidance, as in the total school program, we work toward helping every student to help himself to develop his best potentialities. In our technological society, reading skill is essential to successful living. Since reading improvement is the responsibility of every staff member, what then, is the role of the counselor in this area?

The areas of reading and guidance are closely related. Counselors and reading specialists have recognized this interrelation. In an effort to increase skills and effectiveness in guidance, some colleges have included courses in the psychology of reading, as requisite training for guidance specialists. It is not uncommon for reading improvement programs to be initiated and organized through the guidance staff. Guidance personnel with special abilities and competence in reading, are able to assist in the over-all reading program, through the selection of materials and the development of sound teaching methods.

Experienced counselors have long been aware of the fact, that quite often a guidance problem is a reading problem. Also, it is not unusual for a reading problem to become a guidance problem. In view of this, it becomes necessary for the counselor to develop an understanding of reading as a psychological process. As such, reading is much more than merely recognizing words. It is a highly complex skill involving comprehension, interpretation, and evaluation. Hence, reading is an active process. It must be based on purpose and interest.

The counselor can contribute to the total school reading improvement program, through the identification, diagnosis, and treatment, of poor readers. Through the use of student cumulative records, plus the close personal contact established through interviews, the counselor is in a good position to offer constructive aid to disabled readers. Counseling techniques enable the counselor to gain an understanding of the causes of poor adjustment, and the particular reading needs of their counselees.

The counselor has several factors to consider in working with reading and study problems. In order to deal effectively with problems of this nature, the counselor uses the various skills he has developed in working with individuals. A study of the individual will yield information pertinent to the problem. The counselor should utilize health and cumulative records. The health records may reveal visual and auditory difficulties, as well as significant illnesses. These factors may be directly related to the reading problem. If necessary, the counselor may recommend further medical examination. From the cumulative record, the counselor finds patterns in academic achievement, areas of competence, hobbies, and vocational interests.

Further information may be obtained through informal talks with the student's teachers, or through case conferences. Direct observation of behavior in and out of the counseling situation provides valuable background data. Generally, the various techniques involved in counseling are particularly important in working successfully with reading and study problems.

Students with poor study habits and deficiencies in reading, will welcome suggestions for help. Through a skillful, diagnostic approach to the problem, the counselor can determine specific needs, and can take steps to help the student to meet these needs.

In schools with modified English, or special reading classes, the counselor can work closely with teachers of these groups. If there is a reading specialist in the school, the counselor should endeavor to work closely with this person. Reading and guidance specialists can complement each other in their work. The reading specialist is particularly competent in working with slow learners.

The slow learning student who has not learned to read well, often feels inadequate not only as a reader, but as a person. It is not unusual for a student to enter a special reading class with the idea that he is unable to learn to read. Often, he has experienced one failure after another. In preparing students for a special reading class, or work at a reading clinic, the counselor must help the student to realize that his efforts to learn are not futile. "Nothing succeeds like success," is an old adage well taken by the master teacher of reading. Through diagnosis, the reading specialist or counselor, can determine the needs of retarded readers. Through careful selection of reading materials, and the skillful employment of teaching methods, remediation begins to take affect. By meeting the student at his own level, he is immediately successful and well on his way to a fuller development of the more complex reading skills.

This immediate success helps the youngster to develop a sense of personal worth, and builds up his self esteem. In determining the reading level, the counselor can use the results of recent standardized tests, along with his own informal tests. The best way to devise an informal test is to use various levels of school texts, selecting certain passages to be read orally. From this passage, the counselor should prepare one or two free response questions, in addition to the objective type. Two good free response questions to a passage are: 1) What did the author say?, 2) What is the main idea? Answers to these questions yield valuable information concerning general comprehension, and ability to perceive relationships and relate them one to another. The counselor can notice whether the student relates the author's views in a concise and logical manner, or if he fails to remember or relate ideas coherently. Multiple choice and completion questions can further test for recognition of essential details. The counselor should also be aware of deficiencies in oral reading. These deficiencies may include poor word recognition, reversals such as "saw" for "was," and a general word by word reading pattern. As an aid to the diagnosis of reading difficulties, there are several good standardized tests (A).

The diagnosis will reveal various reading difficulties that can be overcome through practice. Some very fine materials of particular interest to adolescents have been published. These practice materials (B) are supplemented through independent reading. Students can be guided in their independent reading to books of high interest and low reading level. Lists of books of this nature are made available to teachers by the various publishers. A few series of high interest, low reading level books, are indicated here (C). Often, third, fourth, and fifth grade science and social studies text books are appealing to adolescents in that they are not childish in nature. These books are invaluable aids to retarded readers in academic classes. The Steck Publishing Company (B), has several fine "worktexts" at different

reading levels, in science and social studies. These inexpensive workbooks contribute greatly to the learning of subject matter and the improvement of reading.

As in all guidance work, there is a need for the counselor to work through the faculty. With the help of the librarian and the language arts department, suitable reading materials can be selected for a sound reading improvement program. At Westview Junior High, the librarian maintains a separate shelf for high interest, low reading level books. These books are inconspicuously marked with a small asterisk to insure their return to the proper shelf. The reading specialist uses this shelf in guiding his students in their independent reading.

With regard to the over-all curriculum, it must be flexible enough to meet the needs of the students. It is extremely important for the counselor to guide students with reading problems into the proper courses of study. In scheduling such students, special difficulties and aptitudes should be considered.

In schools where there is a reading specialist, the task of the counselor is eased. Since there are emotional difficulties in reading, it is easier for a student to adjust to one person. This may be a teacher-counselor or a special reading teacher. In any event, shifting the student from one specialist to another should be avoided.

In summary then, the counselor contributes to the improvement of reading through the identification, diagnosis, and treatment of individual cases. He works with the teachers in providing optimal learning experiences for boys and girls. Through a flexible curriculum, the counselor can schedule students according to their needs. The counselor coordinates his activities with those of the teachers, the reading specialist, and the librarian, in the school's total reading program.

Editorial continued from page 70

Are you satisfied with the figures for your state? In the light of our large potential membership, it is obvious that we cannot rest on our present laurels. We do not want all counselors-on-the-job as members only for members sake. Our ultimate goal is to improve our professional status and to promote the growth of the guidance movement so necessary in these critical times. An increasing membership is one of the basic means that will enable ASCA to upgrade the professional competency of counselors. Each of the present ASCA members has a share in the future of ASCA and the American Personnel and Guidance Association. If each ASCA member set, as his personal goal the enlistment of one additional member, we would be well on our way to our final goal.

How Elementary Counseling Helps

SELMA GELENTER

Elementary Counselor, Baltimore, Maryland

As Jimmy left my room this morning, I marvelled at the change that has come about in him in the past five years.

I began to work with Jimmy when he was in the second grade. He appeared to be an extremely nervous child. He moved his hands and legs continuously while speaking and he shook his head in answer to many of my questions but he did not look at me when I spoke to him.

During one of our first interviews, I let him look at "The Ranch Book." He turned every page in a very precise manner. He looked and then turned to the next page. He did not speak, unless I asked him a question. Then he answered in monosyllables.

Jim did not relate well to the other children. He wandered away from the group in play period and contented himself by playing alone on the Jungle Jim and the sliding board. As the teacher and I observed him we wondered if anything could be wrong with his coordination since he had a peculiar way of throwing his body when he walked.

At my suggestion, Jimmy's mother took him to the doctor for a check-up and found that he was in good physical condition.

I tested Jimmy and found that he was reading at a pre-primer level. The teacher put him in a group of slow learners.

I had a conference with Jimmy's mother and found that she was concerned about his welfare. She wanted him to conform and achieve in school. She felt that his upset condition was, in some measure, due to the birth of a brother a short time before. This child, Charles, had a deformed heart and had heart attacks. It was necessary to take him to the doctor once a week.

At a later date, the teacher noticed certain bumps on Jimmy's head and reported this to me. I called the mother and she had never noticed them. She was happy that we had called this condition to her attention and again she took him to the doctor. The doctor said that it was Jimmy's own bone structure and the way his soft spot closed over. There was nothing wrong with it and it couldn't cause any trouble.

I had another conference with the mother at which she said that she had discovered that Jimmy was better when she remembered to handle him in a quiet receptive manner. She would continue to work on this with him and also Alice, a sister who was two years younger.

During the next year Jimmy progressed slowly; he was operated on for a rupture which set him back in his work.

I continued to work with Jimmy in the fourth grade. He showed little improvement in his work or behavior. He was still upset; he lumbered rather than walked; he still had difficulty getting along with children. He was still being reported for not behaving in the school yard and disobeying the "safeties." Nevertheless, he was promoted to the fifth grade.

As the year progressed and Jimmy was still having difficulty the teacher, the principal and I had a conference with Jimmy's father, who was beginning to show some concern. He indicated that he would be able to devote more time to Jimmy, since he was giving up one of his two jobs. It was decided that both the school and the home must continue to work with Jimmy and encourage him. The father said that Jimmy was beginning to play the clarinet and seemed to be getting satisfaction from it. He added that Jimmy also liked to work with tools and he would encourage him. At the end of the year it was mutually decided that Jimmy would profit by repeating the grade.

Jimmy's work has improved a great deal this year. He is now reading out of a fifth grade reader and will be promoted. He gets along better with other children. He has grown taller and thinner and seems to walk with assurance.

Jimmy's mother came to register Charles for kindergarten this spring. He has gotten along well in the last year and is to be watched but treated like any other youngster. The mother says that Jimmy loves Charles and has developed a "fatherly" interest in him. Charles adores Jimmy. There is also another little boy in the family now.

At our last interview I told Jimmy that I felt that he had improved tremendously both in his work and in his ability to get along with others. I asked him if he could tell anything that had helped to make him change and he said "Repeating the grade," and then added, "My mother praises me now because my work is better. My father helps me with my arithmetic. We go places now that we can take Charles."

I believe that Jimmy now has the three things most necessary for being a well adjusted individual—*security, adequacy, and belonging.*

* * *

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